



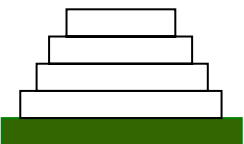


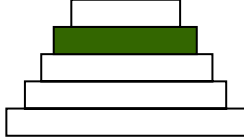


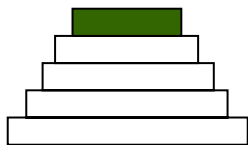
ZIGGURAT WORKSHEET

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BEHAVIOR/AREAS OF CONCERN Social, Communication, Sensory, Cognitive, Emotional Vulnerability	FOR SPECIFIC INTERVENTION PLAN Operationalized Behaviors    	PRIORITIZED UCC ITEMS		CHECK ALL THAT APPLY		
		# [1] mindblindness # [9] difficulty understanding other's nonverbal communication # [25] Difficulty with rules of conversation # [28] Has difficulty starting, joining, and/or ending a conversation # [39] Difficulty talking about others' interests	# [42] Responds in unusual manner to sounds, pain, and touch # [53] Has poor organizational skills # [89] Difficulty managing stress and anxiety #	A	B	C
 Sensory/Biological Needs	Sensory/Biological Intervention:	<ul style="list-style-type: none"> Teach Michael relaxation techniques including calming sensory strategies Use portable coping cards to help Michael to calm in all school settings (see below) 		✓	✓	
	Underlying Characteristics Addressed:	<ul style="list-style-type: none"> [89] Difficulty managing stress and anxiety [42] Responds in unusual manner to sounds, pain, and touch 				
 Reinforcement	Reinforcement Intervention:	<ul style="list-style-type: none"> Develop a reinforcer menu with Michael and provide on a chart (be sure to incorporate his interests) New skills should be reinforced across settings in order for Michael to generalize them. As such, parents should be taught how to use the system. Additionally, there needs to be communication between home and school so that all adults know which skills are currently being emphasized. Reinforce Michael for using calming skills Reinforce Michael for completing homework checklist Reinforce Michael for completing homework Reinforce Michael for using appropriate conversational manners 		✓	✓	✓
	Underlying Characteristics Addressed:	<ul style="list-style-type: none"> [25] Difficulty with rules of conversation [53] Has poor organizational skills [1] mindblindness [89] Difficulty managing stress and anxiety 				

Michael Global Intervention Plan

 <p>Structure & Visual/Tactile Supports</p>	<p>Structure/Visual Support Intervention:</p>	<ul style="list-style-type: none"> • Make reinforcer menu/chart available for Michael to reference • Use of stress thermometer to help teach Michael about anxiety and recognize the signs that indicate when he needs to use his coping strategies. Adults can prompt Michael to monitor/recognize his stress level by saying, “What’s your stress temperature?” • Use coping cards – these are small, portable cards that have Michael’s coping skills listed on them. Prompt Michael to use cards. Provide reinforcement for both prompted and unprompted use of cards. Fade prompts over time. • Provide a problem solving flow chart as a visual support for Michael. • Use of Social Stories™ to teach Michael about interrupting in class and about how different people have different interests. • Use of video to help Michael learn conversational manners and related skills (see skills to teach below) • Provide Michael with a list of conversation cues. Have him keep the list in his binder so he can refer to it in class. Reinforce Michael for using appropriate conversational manners. • Use Comic Strip Conversations to help Michael understand what the listener (whole class) is thinking and feeling when he interrupts or dominates a conversation. 	✓	✓	✓
	<p>Underlying Characteristics Addressed:</p>	<ul style="list-style-type: none"> • [1] mindblindness • [9] difficulty understanding other’s nonverbal communication • [25] Difficulty with rules of conversation • [53] Has poor organizational skills • [28] Has difficulty starting, joining, and/or ending a conversation • [39] Difficulty talking about others’ interests • [89] Difficulty managing stress and anxiety 			
 <p>Task Demands</p>	<p>Task Demand Intervention:</p>	<ul style="list-style-type: none"> • Provide coping cards and other visual supports (see above) • Establish and train a small group of peers to be Michael’s circle of friends. Peers will participate in modeling and role play and including him in other activities. They will also cue Michael to use his skills. • Initially provide adult assistance with organizational skills • Use high interest activities to encourage social interactions • Teach parents, mother’s friends, teachers, and circle of friends to “narrate.” When narrating, the individual describes out loud what he/she and others are thinking. 	✓		
	<p>Underlying Characteristics Addressed:</p>	<ul style="list-style-type: none"> • [1] mindblindness • [9] difficulty understanding other’s nonverbal communication • [25] Difficulty with rules of conversation • [28] Has difficulty starting, joining, and/or ending a conversation • [39] Difficulty talking about others’ interests 			



Skills to Teach

Skill Intervention:	<ul style="list-style-type: none"> • Develop CAPS for each academic setting – provide copy to each teacher • Teach Michael to identify body cues that indicate stress/anxiety and associated relaxation techniques including calming sensory strategies • Teach Michael to read others’ thoughts and feelings (mindblindness). Use narration, video, and role play/modeling. • Teach Michael how to problem solve using the flow chart system (and worksheet). Work through samples together when calm and reinforce for participation. Guide Michael through the chart following real incidents and provide reinforcement. Fade adult assistance over time. • Provide speech therapy services to address pragmatic (social) language skills such as conversational manners (e.g., transition statements, taking turns while talking, staying on topic, recognizing off-topic statements, using appropriate, voice tone and volume, showing good listening skills), recognizing the listener’s non-verbal messages, and code-switching skills. • Practice skills in a safe environment (e.g., role play) and reinforce. Reinforce Michel for practicing and maintaining skills. • Teach Michael how to recognize the right time to talk (e.g., avoid interruption, not while teacher is lecturing, etc.). 	✓	✓	
Underlying Characteristics Addressed:	<ul style="list-style-type: none"> • [1] mindblindness • [9] difficulty understanding other’s nonverbal communication • [25] Difficulty with rules of conversation • [28] Has difficulty starting, joining, and/or ending a conversation • [39] Difficulty talking about others’ interests • [89] Difficulty managing stress and anxiety 			